



## **Lillington Nursery & Primary School**

### **Behaviour Policy September 2018**

*This policy was written in consultation with parents/carers, pupils and staff.*

#### **Aim**

With this Behaviour Policy, we aim to:

- Have a consistent approach to behavior management throughout the school, celebrating good/safe choices and enforcing firm boundaries when poor/unsafe choices are made;
- Maintain a respectful and stimulating environment, where teaching and learning can take place effectively;
- Have a caring attitude towards everyone, with respect and tolerance for others, irrespective of race, gender, religion, culture and ability, with equal opportunities for all;
- Encourage each child to take responsibility for their own behavior, leading to increased independence and self-regulation;
- Create a culture of mutual respect, modelled by all members of the school community, within school and the wider community.

#### **Non-negotiables**

In order to achieve our aims for this behavior policy, all members of the school community each have a role to play and must work together.

#### **Staff non-negotiables**

All staff must:

- Lead by example, consistently modelling the Lillington Learning Behaviours;
- Use the agreed terminology;
- Have a consistent approach to behavior;
- Work in partnership with parents to resolve behavioural issues;
- Follow the behavior policy when dealing with any incident that is deemed as going against the Lillington Learning Behaviours;
- Deal with any incident respectfully, operating a no-shouting policy.

#### **Pupil non-negotiables**

All pupils must be:

- Respectful
- Resilient;
- Responsible;
- Reflective.



## Parent/carer non-negotiables

All parent/carers must:

- Consistently model the Lillington Learning Behaviours;
- Reinforce the Lillington Learning Behaviours with their children;
- Work in partnership with the school.

## Rewards

Rewards are given throughout the school to acknowledge good safe choices. Primarily, verbal praise is integral to all that we do. However, we recognise that the pupils also need a reward to work towards. Therefore we use a House Point system which works as follows:

- Pupils receive House Point voucher for showing the Lillington Learning Behaviours;
- Individuals record these in class;
- 15 House Points = House Point certificate in assembly;
- 6 House Point certificates = Bronze certificate in assembly and a choice of rewards
- 12 House Point certificates = Silver certificate in assembly and a choice of rewards
- 18 House Point certificates = Gold certificate in assembly and a choice of rewards

In addition to this, teachers also choose one child from their class who has shown exemplary Lillington Learning Behaviours. These pupils will also be invited to Afternoon Tea with the Deputy Head Teacher.

In EYFS and Key Stage 1 class teachers have a visual peg system to record house points for individual pupils; in Key Stage 2, pupils are expected to record their house points in a provided booklet. If children lose this booklet, they have to start from the beginning.

## Consequence

If making a poor choice, which goes against the Lillington Learning Behaviours, pupils will firstly be given a discrete verbal reminder. However, if unsafe choices continue to be made, the consequences or effects are as follows:

Effect 1 – effecting own learning
• see Deputy Head Teacher/Head Teacher at break time for a verbal reflection
Effect 2 – effecting the learning of a group
• Break time reflection
Effect 3 – effecting the learning of the class
• Assistant Head Teacher Target Card; lunchtime reflection
Effect 4 – effecting the learning of the school – Red Card – Automatic Internal Exclusion – Letter sent home
• Deputy Head Teacher Target Card
Effect 5 – Exclusion
• Head Teacher Target Card

## **Assistant Head Teacher Target Card**

- Parents come in to set targets;
- Targets set for 2 weeks;
- Teachers responsibility to comment on targets daily and send pupil to Phase Leader;



- Parents responsibility to comment on the targets daily and ensure the report card is sent back to school;
- Parents to sign an agreement when setting targets;
- Phase leader to reflect with the pupil daily;
- Exit meeting with parents to review end of the report card.
- If the report card is not brought into school, parents will be contacted to bring it in as soon as possible.

### **Head Teacher/Deputy Head Teacher Target Card**

- Parents come in to set targets;
- Targets set for 2 weeks;
- Teachers responsibility to comment on targets daily and send pupil to Deputy Head Teacher;
- Parents responsibility to comment on the targets daily and ensure the report card is sent back to school;
- Parents to sign an agreement when setting targets;
- Head Teacher/Deputy Head Teacher to reflect with the pupil daily;
- Mid-report card meeting to review progress with parents;
- Exit meeting with parents to review end of the report card.

Some pupils, for various reasons, find it difficult to follow the Lillington Learning Behaviours. Where pupils have particular barriers, we work with their parents/carers and the pupil on a positive behavior plan which is tailored to their strengths and needs.

### **Out of class behavior**

Assembly – Children will be asked to move to the end of the line in which they are sitting; children will be spoken at the end of the assembly and will receive a lunchtime reflection

BC – ‘Breakfast Reflection’ with SLT on the following morning; 3 reflections in a half term will lead to a 2 week ban from BC

ASC – ‘After School Club Reflection’ with SLT on the following session for the first 15 minutes; 3 reflections in a half term will lead to a 2 week ban from ASC. Repeated poor behaviour during a session will result in parents/carers being called to collect their child immediately, with a risk of place being removed

Corridor – children are expected to walk down the corridors and move around school sensibly, without disturbing the learning of others

### **Anti-bullying**

As a school, we do not tolerate bullying in any form. Every year we undertake an Anti-bullying week campaign as part of the national Anti-Bullying Week. This raises awareness of the issue for our pupils. Throughout the year, weekly assemblies focus on the Lillington Learning Behaviours. All staff are proactive in monitoring bullying behavior and, if displayed, dealing with them immediately.

We fully investigate all reported incidents of targeted, consistent and on-going behaviours towards pupils which could be incidents of bullying. We address the issues identified firstly by following the



approaches identified in this policy. If required, we take a bespoke approach to ensuring all pupil's health, safety and emotional well-being are protected – including that of the identified perpetrator.

### **Fixed-term and permanent exclusions**

Only the Head Teacher has the power to permanently exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed (fixed term exclusion) periods, for up to 45 days in any one school year. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school should inform parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

### **The role of the Head Teacher and Deputy Head Teacher**

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Deputy Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The school keeps records of all reported serious incidents of misbehaviour.

### **The role of the governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.



The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Monitoring**

The Head Teacher and senior leaders monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:**

**Review date:**